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ABSTRACT

Planning considerations for persons interested in beginning a school age day care program in a community setting such as a church, school, or community center are emphasized in this booklet. The following 15 questions are given brief answers: (1) What is school age day care? (2) Is there a need for school age day care? (3) Who will sponsor the program? (4) Who should be consulted in the different planning stages? (5) To what developmental needs might the program respond? (6) How can parents be involved? (7) What kind of space will be needed? (8) How can the space be utilized? (9) What equipment is necessary to begin? (10) What should the budget include? (11) Do you need preregistration? (12) What are qualities to look for in selecting staff? (13) What is the hiring process? (14) What are the legal aspects of starting and operating a day care program? (15) How much insurance will be needed? A family questionnaire on after school care and an annotated bibliography are included.
(Author/RH)

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STARTING SCHOOL AGE DAY CARE: WHAT ARE THE CONSIDERATIONS?

Prepared by Davidson County
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STATEMENT OF PURPOSE:

This guide is an introduction to persons or groups interested in beginning a school age day care program in a community setting such as a church, school, or community center. It attempts to give succinctly some initial considerations that must be taken into account in developing such a program. Although designed for a community setting, this guide will serve as a resource for other types of school age programs such as group homes and combination pre-school and school age centers.

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WHAT IS SCHOOL AGE DAY CARE? -- A definition

School age day care refers to programs, public or private, which serve the school age child before and after regular school hours and/or during the summer. These programs provide the kind of care which promotes the child's social, emotional, physical, and cognitive development through organized and supervised activities.

IS THERE A NEED FOR SCHOOL AGE DAY CARE?

Determining the need for school age day care is an essential first step when considering the development of a school age day care program. A formal needs assessment is especially important when seeking funding or other support from outside sources. One of the most efficient ways to document the need for school age day care is to use a written survey. The survey should be short, easy to read, easy to answer, and easy to compile. Every effort should be made to assure that the survey results are accurate. Therefore, a family with more than one child should complete only one questionnaire. A simple but bold statement on the questionnaire will help with this. In addition to number and ages of children, the questionnaire might inquire about the ability to pay. Another consideration is whether the questionnaire should be confidential. It is helpful to obtain names and addresses for future reference. However, parents should have the option of signing the questionnaire.

A Sample Questionnaire is on Page 17.

When surveying schools, churches or other organizations permission should be granted from the proper officials. After the survey results have been compiled, parents and officials need to be informed of the findings.

3. WHO WILL SPONSOR THE PROGRAM?

After it is established that there is a need for a school age day care program, the question of who will sponsor the program becomes paramount. It is important that one person or group of persons be willing to spearhead the organization and establishment of the program. This is to insure progress and continuity. If there is not this kind of commitment and assumption of responsibility for initiating the program there will be little chance to actualize the wants and needs of the parents and children.

4. WHO SHOULD BE CONSULTED IN THE DIFFERENT PLANNING STAGES?

Depending on the location and structure of the proposed program, there are several essential resource persons with whom to confer. Some suggestions are listed below.

1. Parents
2. Governing authorities of the facility where the program will be housed. (i.e. boards of directors, principals, church staff)
3. Representatives from licensing, zoning, fire and health departments.
4. People with experience in establishing or operating similar programs.
5. Attorney
6. Insurance agent.
7. Early childhood education or child development specialist.

5. TO WHAT DEVELOPMENTAL NEEDS MIGHT THE PROGRAM RESPOND?

A PHILOSOPHY OF SCHOOL AGE DAY CARE:

School age day care exists to meet the needs of working parents and their children. The program will be most beneficial to both parents and children if it is planned in response to the

developmental needs of the children served. During the years the child may be in day care, most of his/her developmental needs will continue to be met by both the home and the school. The day care program will overlap to some extent with both home and school, but it will have a separate identity. Since it uses that block of time in which the child would ordinarily be at home, the day care program should strive for more of the characteristics of home than of school and its program should seek to compliment rather than supplement the school's program. The key to a successful program is to provide a flexible curriculum with appropriate activities to meet the developmental needs of the children and to support the family. The program should provide opportunities to meet the social, emotional, physical, and cognitive needs of the children. The program should also allow the children to be self-directed in the activities they choose. Most importantly, the program should be designed to emphasize and promote a positive self-concept in each child.

The school age child in day care needs:

1. Emotional support, warmth, and caring.
2. Good adult models with whom to identify.
3. Work with real tools, sometimes in play, sometimes in the purposeful pursuits of the real world of work.
4. Work at a wide variety of tasks and an opportunity to achieve competence in some skill areas.
5. A great deal of freedom, of space, of time, and of choice.
6. A balance of dependence on adults and independence of adults.
7. His/Her world expanded beyond the home, school, and day care community.
8. Individual and group responsibilities.
9. Encouragement to be imaginative, creative, and resourceful.

10. An opportunity to practice reading, writing, spelling, and computing skills freely in play and self appointed tasks.
11. An opportunity to make friends and participate in group fun and tasks.
12. The privilege of being alone.
13. Experience in problem solving and in coping related to people, materials, and tasks in familiar and unfamiliar settings.
14. Affirmation of his/her own heritage and culture and an acceptance and appreciation of others.
15. An opportunity to work at his/her own pace on his/her own developmental level and to be appropriately challenged.
16. Experience in learning to handle both success and failure.
17. Ample opportunity for body building exercise, nutritious food, and appropriate rest.
18. A sense of comfort and security with outdoor play.
19. A time for exploring, inventing, and (within reason) following his/her own ideas and interests.
20. Natural contacts with community groups--scouts, ball teams, clubs, etc.

6. HOW CAN PARENTS BE INVOLVED?

Parent involvement in school age day care is essential to the success of any program because family needs, children's needs, and center needs are interelated. Parent input and feedback is vital to several aspects of the program. Some suggested ways to involve parents are:

1. As members of the Board of Directors.
2. As members of related committees of the program.
3. As participants in special events, i.e. field trips.
4. As resources for program planning.
5. As public relations ambassadors for the program.

6. As support staff (substitutes)
7. As resource and material gatherers for the program.

7. WHAT KIND OF SPACE WILL BE NEEDED?

The amount of space available will determine the maximum number of children which can be served. (SEE LICENSING STANDARDS)
Some aspects to consider when examining space are:

1. Indoor Play Area--for large and small motor activity.
2. Outdoor Play Area--spacious enough for individual and group activities. If this space is not available at the program site, other community resource should be utilized (parks and playgrounds). Safety is of utmost importance and in some cases fencing may be necessary.
3. Spill-Over Space--(Space outside the main program area such as hallways, lunch rooms). Such space is often needed as a change of environment for the children or for special projects that may need to be separated from the regular classroom.
4. Storage Space--adequate facilities must be provided for storing equipment and supplies as well as personal belongings of the children.
5. Restrooms, drinking fountain, and kitchen--need to be easily accessible.

6. Physical layout of the Indoor Space--The location and number of exits as well as the traffic patterns are important for fire precautions.
CHECK TENNESSEE FIRE CODE for additional fire precautions.

8. HOW CAN THE SPACE BE UTILIZED?

The use of space should be creative and flexible. One effective utilization of space is to divide the area according to different activities or interest centers, i.e., creative movement and music. It is important to have an area designated for quiet, individual activity as well as an area for active, group activity.

9. WHAT EQUIPMENT IS NECESSARY TO BEGIN A PROGRAM?

Some "absolutes" in beginning a program are listed below.

1. A refrigerator for snacks and perishables.
2. Tables and chairs of the appropriate size.
3. Carpets, bean bag chairs, pillows--soft equipment is essential for comfort quiet individual activity, and to add a warm home-like atmosphere.
4. Access to a phone.
5. Program materials:
   Art Supplies (e.g., tempra paint, glue, scissors, paper, clay)
   Dramatic Play Props -- (e.g., old clothes, make-up, cardboard boxes)
   Manipulative Equipment (e.g., puzzles, tinker toys, empty spools)
   Sports Equipment (e.g., balls, jump ropes, bats)
   Cooking Supplies (e.g., bowls, utensils, hot plate or access to a kitchen)
   Large Outdoor Equipment (e.g., tires, sand and water, climbing equipment--- cable spools.)
   Books and other children's reading material which can be donated or borrowed.

Major expenditures in these areas should await some knowledge of the children's needs and interests.

10. WHAT SHOULD A BUDGET INCLUDE?

A budget shows what a proposed program will cost. In order to prepare a budget, one should first work out a detailed description of the program. Every major aspect of the program should be considered. The provision of each aspect should be decided, the cost of each should be determined, and the totals calculated. The imputed values of all contributed goods or services should be included. A comparison of these estimates to figures in comparable programs could provide insight as to whether one should reconsider cost estimates. There is not necessarily reason to be alarmed if there are fluctuations as the variance may be due to programmatic differences.

The feeling that the program should always come first, and the question of raising funds second is an appropriate avenue for preparing the first draft of a budget. A later realistic appraisal of funding may force one to review and make changes in some areas, but the choice of what to limit and omit should be made with the aid of the budget--not before it exists.

In developing a budget, it is wise to work towards equalization of expenses and income. Above all, each item in the expenses section of the budget should be covered in the income section.

BUDGET ITEMS TO CONSIDER

EXPENSES:

Wages	Educational Equipment	Dues
Payroll Taxes	Program Supplies	Food
Fringe Benefits	Transportation	Rent
Substitute Wages	Publications	Telephone
Bookkeeping	Depreciation	Miscellaneous
Office Supplies	Insurance	
Maintenance Supplies	Furnishings and Capital Improvements	

INCOME:

Tuition
Grants
Donations

11. DO YOU NEED PRE-REGISTRATION?

An opportunity to register before the program begins allows for the following:

1. A determination of the number of children to expect.
2. An initial registration fee or the first week's tuition can be collected and serve as a holding fee that is refundable if the program does not materialize.
3. It is also at this time that the policies of the program are explained. It is important to establish that the parents can determine the success and the quality of their program by their involvement.

12. WHAT ARE QUALITIES TO LOOK FOR IN SELECTING STAFF?

In determining staff qualifications further information may be gained from the State Day Care Licensing Standards which can be obtained from...
Tennessee Department of Human Services
Day Care Licensing
537 Main Street
Nashville, Tennessee 37206

A successful program with high quality depends on the staff members employed. The staff's philosophy and skills are reflected in the programming and determine the nature of the school age program. Professional staff members are crucial to a successful program. (Determining a person's philosophy and qualities is sometimes more helpful than relying upon his/her educational expertise.)

Some Qualities to look for in staff members are:

Confidence
Ability to communicate with adults and children
Enthusiasm
Promptness
Creativity
Flexibility
Assertiveness
Ability to Make Decisions

The Director of a school age program should have additional qualities, some of which include:

1. Ability to function in an administrative role--this may include bookkeeping.
2. Ability to function with minimum emotional support.
3. Ability to function independently without supervision.
4. Ability to cope with: Emergency situations
   Decision-making situations.
5. Ability to interact appropriately with:
   Children
   Staff
   Parents
   Community
6. Ability to provide an appropriate model for teaching staff.

Formal job descriptions can be a useful tool in outlining specific responsibilities for each staff position. If the specific responsibilities are written in the job description, it provides the Director and staff with a common reference and guide. One example of a job description for a Director of a school age program follows:

The Director Shall:

1. Plan daily activities
2. Work with the finance committee in planning the yearly budget.

3. Supervise teacher aides and assistants.
4. Plan staff meetings.
5. Support professional organizations with membership and attend meetings, workshops and conferences.
7. Prepare monthly statements for parents and keep records of payments.
8. Maintain all student and staff records.
9. Purchase materials necessary for program activities.
10. Insure harmonious use of building and grounds.
11. Be responsible for general cleanliness and orderliness of classroom.
12. Be responsible for the welfare of the group.

WHAT IS THE HIRING PROCESS?

After the number of staff persons that will be needed has been determined and job descriptions have been developed for these positions, ADVERTISING the positions should be the next step.

STEPS IN ADVERTISING:

1. If the school age day care is located within the structure of an organization or firm which is dictated by Title IX, Affirmation Action, guidelines for advertising set forth by this Title should be followed.

   In other cases, every effort should be made to advertise the positions in a variety of places and in a variety of ways.

2. The information which should be relayed through advertising includes:

   Title of Position
   Brief Description of Position
   Hours
   Qualifications Desired
   Salary

Name and Address of the Program
Name, Address, and Phone of a Contact Person
Explanation of "How to Apply"
Application Deadline

3. Some mechanisms for advertising include:

Newspaper
Radio
Poster/Flyers
Local Associations Concerned with Children
Letters to College Placement Offices, Employment Agencies, Employment Referral Services.
Newsletters to local Associations, Etc.

4. Suggested places to post flyers include:

College Campuses
Buildings housing appropriate university departments.

APPLICATION:

It would be desirable to develop some type of formal application which the applicant could complete at the time of their initial contact. The application should give basic information as well as some insight into qualifications and experience. The applications could be used for screening applicants for interviews if the number of applicants make it impossible for all to be interviewed. It might be helpful to keep the applications on file for future use in the event that positions become vacant.

INTERVIEWING:

The interview is a most important opportunity to find out about the applicant in more detail. It is suggested that parent representatives be included in the interviewing process. Every effort should

be made to make the interview as comfortable as possible in every respect. If several applicants are to be interviewed, it would be helpful to cover the same points/ask the same or similar questions to each candidate. The job descriptions should be a useful tool in preparing questions. It is also important to remember philosophy and purpose (See APPROPRIATE SECTIONS IN THIS GUIDE) when asking the applicant questions. The interviews should provide an opportunity to learn more about the candidates experience. It is important to give the applicant an opportunity to ask questions of the interviewers.

Once the decision has been made as to who will be hired, a letter should be sent to that person(s) offering them the position, stating salary, conditions, and informing them of the starting date. This letter might also request the person to respond to the offer by a specific date.

Letters of regret and appreciation should be sent to everyone else who was interviewed.

14. WHAT ARE THE LEGAL ASPECTS OF STARTING AND OPERATING A DAY CARE PROGRAM?

The first choice one makes that has legal implications is the structure of the organization. If one chooses a corporation structure, there will be requirements for establishing a board of directors, and defining members of the corporation. An effective structure for a school age program board is one with an executive committee (chairperson, vice-chairperson, secretary, and treasurer) and several parent members at large. Board members can serve as chairpersons of various committees as necessary. Most groups will choose to set up a not-for-profit corporation. Such a corporation provides reduced personal liability, and possibility of tax exemption, and the ability to apply for grants limited to not-for-profit

corporations. A not-for profit center can make a profit, but the profit must be used to further the purposes of the center. The money might be used to hire staff, purchase equipment or be put into a fund for future use.

In order to incorporate, several steps need to be taken. It is suggested at this point, that a lawyer be contacted about the incorporation procedure. The local Internal Revenue Office should also be contacted for information regarding tax exempt status.

15. HOW MUCH INSURANCE WILL BE NEEDED?

The need for adequate insurance cannot be over stressed. When thinking about insurance for a program, two principle ideas must be considered.

1. Degree of potential risks or the likelihood of an accident occuring on the premises.
2. Amount of potential loss or amount of financial liability which may be incurred if an accident did occur.

Liability insurance is the most important insurance one needs to decide upon. It protects from the consequences of accidents which occur on the premises of the center. Liability insurance protects against the consequences of negligence. A general liability policy is recommended to cover the program in cases of bodily injury, damage to property, medical expenses, and legal costs of defending against suits.

A useful book for legal reference which discusses in more detail liability and related questions is Day Care Legal Handbook: Legal Aspects of Organizing and Operating Day Care Programs. Written by Will Aikman, Esq.

Order From: ERIC Clearinghouse on Early Childhood Education
805 West Pennsylvania Avenue
Urbana, Illinois 61801

Price: $4.00 Catalog #168

CLOSING REMARKS:

The mechanics of developing a school age day care program have been outlined in this guide. The process which has been described is often time consuming, demanding, and requires a substantial commitment. However, the end result of this commitment and effort will be a program which has clear goals, avoids many pitfalls and benefits the child, the family, and the community.

QUESTIONNAIRE ON AFTER SCHOOL CARE

* Please submit one questionnaire per family *

. How Many children in your home are in grades K-6? _____

. List the grade each child is in (K-6). ____ ____ ____

. How many parents in your household work outside the home?

_____ 1 parent _____ Both parents

Are you a single parent household?

_____ Yes _____ No

. Does your child go to a day care center or other organized program?

_____ Yes _____ No

. If an organized and supervised after school care program was started in the area of your child's school would you take advantage of it?

_____ Yes _____ No

If yes, would you take advantage of such a service at a maximum cost of $12 per week?

_____ Yes _____ No

. If an after school program is started in the area of your child's school could you provide transportation home?

_____ Yes _____ No

. Is before school care for your child/children a serious need?

_____ Yes _____ No

ANNOTATED BIBLIOGRAPHY

Aikman, William F., Day Care Legal Handbook, ERIC Clearinghouse, 805 West Pennsylvania Avenue, Urbana, Illinois 61801, 1977.

Excellent handbook explaining the legal aspects of organizing and operating day care programs.

Blau, Rosalie, Activities for School-Age Child Care, National Assoc. for the Education of Young Children, 1834 Conneticut Avenue, Washington D.C., 20009, 1978

Excellent activity book including arts, crafts, cooking, puppets, dramatic play, etc. The book gives an overview of school age programs and why these activities are important.

Cohen, Donald J., Ronald K. Parker, Malcolm S. Host and Catharine Richards, Serving School Age Children, Child Development Day Care 4. Dept. of Health, Education and Welfare Publication No. (OHD) 73-74. Washington, D.C. 20201 1972

This is a 68 page handbook with an overview of school age day care and a philosophy of childrens growth from 6 to 14 years. It includes different elements of day care, program settings, and program examples.

Day Care for School Age Children. Final Report, ERIC Document 103122, Dept. of H.E.W., Washington D.C. 1973

A review of the report of a task force set up by the Office of Child Development to survey, document, and analyze some 58 day care programs serving school age children.

Day Care for School Agers, Texas Dept. of Human Resources, John H. Reagen Blvd., Austin Texas 78701 1977

A manual relating specifically to school age day cares. Covers everything in 14 parts including a description and philosophy of school age care, programming activities, and management/record keeping.

Gesell, A. Ames, L.B. and Ilg, F.L. The Child from Five to Ten. New York: Harper-Row, 1976.

This gives detailed profiles of typical behaviors at each stage of development.

Gordon, T. with Burch, N. T.E.T. Teacher Effectiveness Training. New York: P.H. Wyden, 1974

Communication through "active listening" and "I messages" is elaborated on with a goal of "no-lose conflict resolution."

Grossett, Marjorie, D., Alvin C. Simon, Nancy B. Stewart, So You Are Going to Run a Day Care Service! Day Care Council of New York Inc., New York, 1971

A manual designed for those taking on responsibility of running a day care program for the first time. Presupposing nothing, it starts from the first step.

Hoffman, Gertrude L., School Age Day Care: A Primer for Building Comprehensive Child Care Services, 1973, ERIC Document 097425

Emphasizes enormous need for school age day care and challenges public agencies to develop model child care services for school age children.

Houston, Sandra, Programming for School Age Children in Day Care, Educational Day Care Services Assoc., Cambridge, Mass.

A curriculum resource emphasizing goals and activities with an activity bibliography included.

How to do Day Care - Some Shared Experiences, Southeastern Day Care Project SREB, 130 6th Avenue, N.W. Atlanta, Ga. 30313 1974

A collection of articles concerning day care. Contains one article on school age day care which includes sections on evaluation of school agers, recruitment and transportation.

Palomares, U. and B. A. Logan A Curriculum on Conflict Management Human Development Training Institute, 7574 University Avenue, La Mesa, California 92041 1975

A well outlined handbook for the exploration of creative alternatives for helping children deal with conflict.

Planning Playgrounds for Day Care, Southeastern Day Care Project, Southern Regional Education Board, 130 6th St. N.W., Atlanta, Ga. 30313 1973.

This book describes how to make the best use of outdoor play space. Guidelines are given concerning equipment, community involvement, arrangement, surface, and the role of the adult on the playground.

Prescott, Elizabeth, Cynthia Melch, School's Out! Group Day Care for the School Age Child, Office of Child Development, Dept. of H.E.W., Pacific Oaks College, 714 West California Blvd, Pasadena, Calif. 91105 1974

Provides excellent examples of school age programs and philosophies.

Pruntzman, P., M.L. Burger, G. Bodenhamer and L. Stern, The Friendly Classroom for a Small Planet: Handbook of the Children's Creative Response to Conflict Program. New York: Quaker Project on Community Conflict, 15 Rutherford Place, New York, N.Y. 10003

An Excellent resource and step-by-step guide to conflict resolution with children.